2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) X Elementary __ Middle __ High __ K-12 __Charter

Name of Principal Mrs. Beverly B. Hardy
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Hayes Cooper Center
(As it should appear in the official records)

School Mailing Address 500 North Martin Luther King, Jr. Drive
(If address is P.O. Box, also include street address)

Merigold MS 38759-9632
City State Zip Code+4 (9 digits total)

County Bolivar State School Code Number* 0614

Telephone (662) 748-2734 Fax (662) 748-2735

Website/URL http://hayescc.dixie-net.com E-mail bhardy@cleveland.k12.ms.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Dr. Montrell Greene
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cleveland School District Tel. (662) 843-3529

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Dr. Harvey Jackson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   - 6 Elementary schools
   - _____ Middle schools
   - 2 Junior high schools
   - 2 High schools
   - 2 Other
   - 12 TOTAL

2. District Per Pupil Expenditure: $6,981.00

   Average State Per Pupil Expenditure: $6,794.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [X] Small city or town in a rural area
   [ ] Rural

4. 12 Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	16	18	**34**		**7**			
K	22	27	**49**		**8**			
1	16	35	**51**		**9**			
2	30	18	**48**		**10**			
3	30	22	**52**		**11**			
4	22	23	**45**		**12**			
5	22	24	**46**		**Other**			
6	16	28	**44**					
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						369

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

54 % White
42 % Black or African American
1 % Hispanic or Latino
3 % Asian/Pacific Islander
_____ % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 4 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	6
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)]	14
(4)	Total number of students in the school as of October 1	344
(5)	Total transferred students in row (3) divided by total students in row (4)	0.04
(6)	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 48 %

Total number students who qualify: 177

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: __12____%
__43____Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

____Autism	____Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	__1_Specific Learning Disability
____Emotional Disturbance	_41_Speech or Language Impairment
____Hearing Impairment	__1_Traumatic Brain Injury
____Mental Retardation	____Visual Impairment Including Blindness
____Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	__1____	_____
Classroom teachers	_16____	_____
Special resource teachers/specialists	__7____	__2_____
Paraprofessionals	__8____	_____
Support staff	__1____	__1_____
Total number	_33___	__3_____

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: _23:1__

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	96%	97%	95%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	9%	3%	6%	0%	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Hayes Cooper Center is a public elementary school with a current enrollment of 374 students in grades pre-k through sixth grade. Attendance is by choice with enrollment selected randomly from formal applications taken from across the district. Roughly 48% of the student population is eligible for free or reduced lunches. Many children come from poverty level, single parent, and traditionally at-risk households. Others come from two-paycheck, professional families. But the higher-than-ever expectation for success is the same for every child and academic achievement to date knows no racial or socio-economic distinction.

Hayes Cooper Center is a unique elementary school where every student is computer literate, is exploring the world of science through the use of a complete science lab that provides hands on experimentation and technology, and is making mathematics a practical part of everyday life with understandable applications and hands on manipulatives. An appreciation of the arts is fostered through classes in visual art and in music. At Hayes Cooper learning is presented as a lifelong experience. Our parents are committed, active participants and resource persons for not only their own children, but also for the enrollment at large. We are a school where mothers, fathers, and guardians commit, in writing, to supporting their child's education by making learning a priority at home, by reading with their child, and by monitoring their homework, classwork, test scores, and special projects.

Goals for the Hayes Cooper Center envelop and expand upon the aim that every student will progress academically every day. The Center brings together students of different social, economic, racial, and ethnic backgrounds into an educational setting that measures success in national terms rather than shooting for the state's mean. In so doing, Hayes Cooper has maintained a level five rating since it was established. Further, the Center seeks to eliminate minority isolation in the Cleveland community at the elementary school level by striving for a 50/50 racial balance. Cultural diversity is celebrated as the individual's unique background, interests, goals, and desires are emphasized. The center serves as a learning model lab for public schools across the Delta, state, and region.

Our mission is that Hayes Cooper Center strives to create and maintain a failure-free environment where students of different social, economic, racial and ethnic background, regardless of the previous educational history and experiences, will be given both the instruction and the inspiration necessary to be successful.

Hayes Cooper Center has several beliefs that drive the educational system of the school. These include:

- All students can learn and will experience integrated, relevant and challenging instruction to prepare them for lifelong learning experience. Those who do not meet basic standards will be remediated.
- The principal will be a dynamic facilitator for the program.
- All teachers will maintain high expectations and will address all learning styles.
- All parents will take an active role in student learning and behavior by signing a parent/guardian commitment pledge. Parents and community will remain a vital resource for the school.
- All classrooms will be safe, risk-free environments. Collegiality among administration, faculty, staff, and parents will permeate the school climate.

Upon examination of major findings of educational research about the teaching and learning process, future trends and the changing expectations of today's workplace, Hayes Cooper Center will continue to focus on mechanics and improvements that will educate and challenge our students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Hayes Cooper Center continues to remain a leader in the State of Mississippi with test scores over the last ten years. State-mandated tests include both criterion-referenced tests (*Mississippi Curriculum Test*) and nationally normed tests (*Terra Nova).* Hayes Cooper tests all students and excludes no students.

The Mississippi Department of Education (MDE) ranks school districts and individual schools using an accreditation rating from Level 1 (Low Performing School) to Level 5 (Superior Performing School). Hayes Cooper Center has earned a Level 5 rating since the inception of this model in 2001. The federal law, "No Child Left Behind", passed in January 2001, measures academic achievement by determining whether a school had made "Adequate Yearly Progress" (AYP). Hayes Cooper Center has met or exceeded AYP every year.

The *Mississippi Curriculum Test* (MCT) data for Hayes Cooper Center shows that at least 89% of the students consistently score at the Proficient Level or above in Reading, Language, and Mathematics. The School Mean Score is significantly higher than both the District and the State Mean Scores. Almost all subject mean scores have shown an increase.

The May 2005 MCT indicates a slight disparity in third grade. In the proficient or above category for reading, third grade males scored 83%, females scored 96%, blacks scored 84%, and whites scored 92%. In all other grade levels there are no significant disparities.

The Mississippi Accountability Model divides school performance classifications into five levels.

School Performance Classification	**Description/Criteria**
Level 5 Superior-Performing	School is in achievement level 5
Level 4 Exemplary	School is in achievement level 4 –or- school exceeded its growth expectation and is in achievement level 3
Level 3 Successful	School met its growth expectation –or- school failed to meet its growth expectation and is in achievement level 3.
Level 2 Under-Performing	School failed to meet its growth expectation and is in achievement level 2.
Level 1 Low-Performing	School failed to meet its growth expectation and is in achievement level 1.

The May 2005 MCT indicates that Hayes Cooper Center's Achievement Model is *"Achievement Level 5",* which is the highest level a school can earn. . The School Performance Classification is "*Level 5 Superior Performance Rating"***,** the highest level possible.
Information on the state assessment system may be found at
http://www.mde.k12.ms.us/ and
http://orsap.mde.k12.ms.us:8080/MAARS/index.jsp

2. Using Assessment Results

The administration and faculty use assessment data to understand and improve student and school performance by conducting frequent formative and summative data analyses. Decisions by individual teachers and subject area teams are data driven and govern planning and delivery of the curriculum. In an effort to insure student achievement, student progress is monitored and reviewed not only on state assessments but also on weekly and unit tests. Disaggregated data analysis are reviewed to help improve student achievement and for student placement. The data is used to identify student needs and to plan intervention strategies for any student who performs below the 70% in any area on the M.C.T. We look at assessment data to determine the specific areas that may need modification or improvement. Each year our data is compared with results from previous years to determine where curriculum adjustments need to be made. We also use this data to plan professional development activities that address identified needs. Lesson plans are written based on student performance and identified student needs. Bi-monthly faculty meetings are scheduled to address data analysis issues.

The classroom results, as well as the individual student's strengths and weaknesses are analyzed. The areas, which need to be strengthened or improved, are highlighted. Consideration is given to children who need individualized instruction in particular skill areas. Teachers meet and brainstorm pedagogical strategies that will provide the students an opportunity to enhance skills based upon particular learning styles. Teachers also decide which skills can be applied in the content areas and select learning strategies that will reinforce the students' skills in those areas. Teachers continue to evaluate the effectiveness of the instructional plan and revise as needed.

3. Communicating Assessment Results

Educating the community about our program is an ongoing priority at Hayes Cooper Center. Due to the uniqueness of our school, administrators and teachers pursue various avenues to keep our parents and community stakeholders informed.

Initially, parents are advised of student performance on national and state assessments at the grade level school orientation meeting scheduled before the first day of school. In addition, progress reports are issued every four weeks and report cards issued every nine weeks. These are supplemented with individual parent conferences to discuss and explain student performance.

Annual fall "open house" is scheduled to promote classroom and school visitation and observation. Teachers also communicate with individual parents via phone, e-mail, and letters. Our school counselor is available to conduct individual conferences to discuss and explain student performance on national and state assessments. Student planners are also utilized between the school and the home to communicate assignments and student progress. School and teacher websites are available to support communication and information sharing. Every teacher at Hayes Cooper Center has a link from our website to their personal school notes page.

Aggregate student performance is communicated to the school community through school newsletters, memos, local newspaper articles and annually published school report cards. A brochure is prepared and distributed throughout the school and business community describing the program of study offered by Hayes Cooper Center. The brochure also outlines state accreditation levels achieved and NCLB AYP performance. School personnel make presentations at local civic organizations to communicate school offerings, programs and performance.

4. Sharing Success

Hayes Cooper Center maintains a strong academic tradition and reputation throughout the area and state. Administrators and teachers serve on state committees and professional organizations as leaders and facilitators to communicate successes with other schools. School officials and classroom teachers serve as leaders on local and state consortiums and have provided professional development and training to local schools and districts. The school is recognized by state universities as an approved student teacher cooperating site with proven supervising teacher mentors.

Hayes Cooper Center welcomes visiting committees of teachers from other schools throughout the state. Since the school began in 1991, we have shared our strategies and our skills at implementing hands-on cooperative learning. We will share success with other schools by volunteering as mentors to help new, inexperienced teachers or to help struggling elementary schools. The visiting groups will be matched with our teachers. A conference will be held to orient the visiting teacher with the organization of the classroom, the lesson plan, equipment/supplies needed for instruction, and the incorporation of higher order thinking skills into the lesson. The visiting teacher will observe the implementation of the lesson. A follow up lesson will be arranged where the visiting teacher will resume the execution of the lesson. Following each session the teachers will meet to discuss the outcomes and ask questions. This process can be expanded to include videos that teachers or principals may check out for individual or group use. Hayes Cooper teachers will continue to work on local and state curriculum revision committees. Many of the Hayes Cooper teachers have presented at state and national conferences. They will be encouraged to continue to share exemplary activities and lessons at conferences and seminars as well as in district professional development sessions.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Faculty members at the Hayes Cooper Center are committed to a program of academic excellence which also seeks to meet the social, physical, emotional, and cultural needs of their students. The Cleveland School District Curriculum Implementation Guide, which is based on the Mississippi Curriculum Framework written by the Mississippi Department of Education, is the basis of the academic program. Mississippi Curriculum Framework competencies and objectives reflect national standards and include benchmarks as well as grade level expectations in each content area. In addition, the Hayes Cooper Center faculty and staff have developed a Curriculum Scope and Sequence manual which serves as a guide to provide all students with learning experiences which will challenge them intellectually each day. The school's curriculum is strengthened through the implementation of the International Baccalaureate Organization's Primary Years Programme. An inquiry-based approach in all areas of the curriculum provides unique opportunities for students to investigate issues that impact their lives.

Our reading program addresses the five basic areas of phonics, phonemic awareness, fluency, vocabulary, and comprehension. Literacy is developed by providing a print rich environment for all students. Formal reading instruction is accompanied by individualized instruction, and leveled guided reading for small group instruction. The writing process is introduced to students in the early grades and refined in later grades. Parents participate in the school's Family Writing Project in an effort to develop a love of writing. Journaling serves as an outlet for students to write their own thoughts on teacher given or self-selected prompts. Oral presentations in different academic areas provide students with the opportunity to demonstrate their learned knowledge.

In mathematics, teachers address the five strands; Number and Operations, Algebraic Relationships, Geometric and Spatial Relationships, Measurement, Data and Probability. The curriculum allows students to explore math concepts through the use of manipulatives, real world experiences, as well as traditional instructional methods. A variety of teaching strategies are used in order to meet the individual needs of the students.

The science curriculum addresses the three main areas of science; life science, physical science

and earth science. Concepts build upon one another through the grades. Science processes are discovered through a combination of classroom sessions and hands-on experiences in the school's science lab. Educational study trips begin with day trips inside our state and extend to overnight trips outside our state. All study trips are taken with the intent purpose of exposing our students to places, ideas, and opportunities which will build their background knowledge and promote inquiry.

Our social studies curriculum is infused with a questioning approach in which students create their own knowledge and understanding. Inquiry units are written to help students develop their personal, family, ethnic, and cultural identities; to make informed and reasoned decisions about their classroom, the school and the world, and to understand themselves in relation to the past, the environment and society.

The art program at the Hayes Cooper Center gives students the opportunity to explore many different forms of media. Our art specialist collaborates with classroom teachers to ensure that many projects support units of study in the classroom. Students are exposed to famous, as well as local artists. Student work is exhibited in the school art gallery, at local art shows, and exhibitions.

Music is an area where our students are given the opportunity to demonstrate their love of the arts. Many students participate in our award-winning recorder choir. Students are also provided with an opportunity to sing in the school choir which performs at local functions and also presents a Broadway Dinner Theater every spring. Each grade level participates in a live musical, giving them the opportunity to perform solos, sing in a group, and enhance their acting and speaking skills. Our sixth grade students along with our singing choir recently presented a production of "The Nutcracker". In the near future, we will also be offering beginner piano lessons to our students.

All students receive instruction in conversational Spanish. Students participate in activities which encourage them to learn Spanish. Students view videos, sing songs, play games, role play, and use supplemental materials. *Elementary Spanish*, a program from the University of Northern Arizona, provides a solid basis for instruction. Our Spanish instructor uses a "Spanish Phrase of the Week" as a means to involve the entire school family in the learning of a second language.

2b. Language Arts:

The Hayes Cooper Center's reading curriculum consists of many elements. We use many different approaches to reading instruction in our attempt to meet the learning styles of our students. Our faculty feels there is no one right way to teach reading. Our teachers are true risk-takers and are willing to try new approaches to reading instruction. In our pre-kindergarten and kindergarten programs, teachers place a strong emphasis on phonemic awareness and exposing students to a print rich environment. Students are exposed to many reading skills and are challenged to excel. For students who are ready to begin reading, individualized or small group instruction includes leveled guided reading. Approximately 90% of pre-kindergarten students are able to recognize letters and sounds by the end of the year. About half of the children begin reading basic sight words by the end of their pre-kindergarten year. Kindergarten teachers emphasize phonemic awareness, phonics, vocabulary and comprehension. Students are read to on a daily basis in the classroom as well as in the library. Leveled readers are utilized in the kindergarten classroom also. Students participate in games, activities, and songs as they learn to interact with letters, sounds, words, and books. First grade teachers emphasize the five basic areas of phonics, phonemic awareness, fluency, vocabulary, and comprehension. Leveled guided reading provides students with material that matches their reading level. Students participate in small group activities, but also are provided individualized instruction when necessary. Basal readers are used as supplemental material when needed. Beginning in the second grade, teachers use the Harcourt Trophies Reading Series. This basal was selected following district meetings and is used by all elementary schools in the Cleveland School District. Teachers have been very pleased with the content and presentation of skills. In addition to the basal, all teachers use leveled readers when integrating science or social studies into the reading lesson. Trade books, chapter books and/or novels are an important part of our reading curriculum as well. Last year, the entire school read Survival! Flood by K. Duey and K. A. Bale. The book was on the suggested reading list for the 2005 JASON Project and was a joint science/reading collaboration. Because the reading level of the book was 4th grade, teachers in the lower grades read the book to their classes. Students in grades 3rd – 6th had their own copy of the book to read. Each grade level provided

hands-on activities for their students based on the subject of the book about how two young children survived the 1927 Mississippi River flood. The 1927 flood involved our area, so the interest level was high for all children. Literature circles are utilized in the classroom. Guest readers visit classrooms on special occasions. Students in all grades participate in the school's Reading Fair, with winners advancing to the Regional Reading Fair.

Language Arts is a part of our curriculum that we are working to improve. We last ordered language arts textbooks in 1991 when the Hayes Cooper Center opened. The textbooks are used on a limited basis. Our teachers supplement the Language Arts curriculum by using the Shurley Method, MCT Coach, and Buckle Down to reinforce basic language development skills. Although most teachers' lessons are skills based, they always incorporate lessons which cause the students to apply skills through different types of writing, such as journaling, narratives, poetry, and descriptive paragraphs. Literature circles are utilized to reinforce reading and language skills. Teachers have discovered that students who are reading below grade level benefit from activities in literature circles. Third and fourth grade students and parents participate in Hayes Cooper Center's Family Writing Project one Saturday each month. The goal of the HCC Family Writing Project is to create a community of writers, both inside and outside of the traditional classroom in order to instill an appreciation for the process of writing and improve confidence in student and parent writing capabilities. Fifth and sixth graders will be included in the project this spring. The new reading series, Harcourt Trophies, does include some language arts skills, which support the state language arts framework. This fall, teachers will begin using the Harcourt Language series. This series is correlated to the Mississippi State Framework and works with the Harcourt Trophies reading series to develop reading and language skills. Students who experience difficulty in language class may attend our after school tutorial program. Students are assisted individually or in small groups. Teachers provide the tutors with information about each student needs. Some of our students attend a tutorial program at our local library. In an effort to assist struggling students improve in language arts, teachers provide information to those tutors as well.

3. Mathematics, Science, Art, Etc.:

As one of our identified strands, the science curriculum has always been strong. Teachers use a number of approaches to teach science skills which support NSTA's Guiding Principles by **"**modeling excellence" and "embracing and modeling diversity through equity, respect, and opportunity for all". We also "provide and expand professional development to support standards-based science education" and "serve as the voice for excellence and innovation in science teaching and learning, curriculum and instruction, and assessment". Classroom teachers and our science lab instructor use a variety of strategies such as direct instruction, group and individual research projects, and hands-on activities to not only teach students state and national standards, but to also instill a love for the world around them. Inquiry is utilized during all activities as students develop their knowledge of the scientific process. To support our inquiry focus, programs such as Activities Integrating Math and Science (AIMS), Great Explorations in Math and Science (GEMS), and Delta Science Module (DSM) kits are used. On our school grounds are a greenhouse, composting drum, ornamental pond and a dwarf fruit tree orchard. All provide a multitude of opportunities for our students to learn first-hand about life cycles, how we effect our environment, and the ecosystems in our area. Because of our desire to expose students to as much as possible during their years with us, we have developed an extensive study trip program. Students in lower grades travel to a local vegetable farm, pumpkin farm, tree farm, planetarium, and nearby zoo to support grade level objectives. Beginning in the third grade, students are taken on overnight trips to out-of-state locations. Third grade students have traveled to Desoto Caverns in Alabama to learn about caves and Callaway Gardens in Georgia to learn about butterflies, moths, and flowering plants. Fourth graders travel to Alabama for a 3-day stay at an environmental camp. Fifth graders travel to Missouri for a 4-day stay at a nature reserve where they participate in an in-depth study of ecosystems. All trips are correlated to and support the state science framework. Parents volunteer as chaperones for our trips. We hold an annual Science Fair for students in grades first thru sixth to participate in. We also invite students and parents to participate in a yearly Family Science Night which allows parents to join their children in scientific experiments. The Family Science Night is made possible through a partnership with the **C**enter for **S**cience and

Environmental **E**ducation (CSEE) at Delta State University in Cleveland, Mississippi.

4. Instructional Methods:

The Hayes Cooper faculty and staff use a variety of instructional methods and approaches to improve and enhance student learning. Best practices, research-based strategies, and scientifically based teaching methods provide a strong base for instruction. Curriculum is developed in order to meet state and national standards. Assessment data provides information on areas of the curriculum that may need revising. Teachers used a balanced approach by combining direct instructional practices with hands-on learning, cooperative learning, small group activities, project-based activities, and whole group instruction. In compliance with the philosophy of the IBO's Primary Years Programme, inquiry permeates the entire curriculum. Lessons are developed to meet the different learning styles of students. The school curriculum is vertically and horizontally aligned and provides spiraled instruction which allows students to build on skills from year to year.

All classrooms have four computer stations for students to utilize during center activities. Teachers use a combination of educational software and student-safe websites to support learning in the classroom in different subject areas. We also have two computer labs. The lower elementary computer lab uses software that provides support for skills introduced in the classroom. Activities can be individualized for students who need extra practice in reading, language, or math. The upper computer lab combines the use of reinforcement software and instruction in technology applications such as Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. Students utilize these programs when developing class projects.

Because we see education as a joint venture between school and home, we encourage parental involvement in the learning process. Parents are welcomed into the classroom to serve as volunteers, tutors, guest readers, chaperones for school trips, or to simply share a meal with their child in the school cafeteria. Parents are invited to participate in family nights with their children. Organized by teachers, our Family Science Night, Family Arts Night, and Family Writing Project have provided parents with opportunities to share in learning experiences with their children while supporting the school's mission.

5. Professional Development:

Our school professional development program is extensive and diverse. A yearly professional development program is developed by the school Primary Years Program coordinator based on needs which have been identified by faculty members or administration. The PD plan is revised as needed. A variety of topics are covered to provide support to faculty and staff members. Professional development sessions are held one week before school begins in the fall and for one week following the school term in the spring. In addition, professional development sessions are scheduled three times a month; two are directly related to the implementation of the Primary Years Programme at the Hayes Cooper Center, while one is based on needs identified by the district curriculum coordinator.

Professional development topics have included, but not been limited to, inquiry-based instruction, technology training, development of student portfolios, utilizing literature circles effectively, the writing process, effective questioning methods, and instructional strategies. Sessions have been conducted by the school coordinator, teachers, university professors, and International Baccalaureate Organization consultants. Teachers have traveled to out-of-state locations for training sessions which have focused on the implementation of the Primary Years Programme. Sessions have included the philosophy of the PYP as well as best practices.

Training has been delivered in a variety of ways including the use of videos, websites, online training, teacher participation, and book reads. In all cases, we have attempted to design the sessions to allow teachers to work with each other in collaborative activities. Teachers have expressed that our PD plan has increased their knowledge of alternative teaching strategies, made them feel more comfortable integrating technology into their classrooms, and provided them with ways to grow as educators.

PART VII - ASSESSMENT RESULTS

State Criterion Referenced Tests
Mississippi Curriculum Test (MCT)

Grade 3, 4, 5, 6 Test **reading**

Edition/publication year 2001, 2002 Publisher CTB McGraw Hill

What groups were excluded from testing? Why and how were they assessed? none

Number excluded 0 Percent excluded: 0%

Proficiency levels for the Mississippi Curriculum Test (MCT) are defined in terms of what students know and can do. For each proficiency level, students can perform most of what is described for that level, as well as what is described for the levels below. Students may also be capable of performing some of what is described in the next higher level, but not enough to have reached that level.

The four proficiency levels for the MCT are listed below:

Advanced
Students at the advanced level consistently perform in a manner clearly beyond that required to be successful at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Context Clues, Word Structure, Word Patterns, Vocabulary, Main Idea and Details, and Expanded Comprehension.

Proficient
Students at the proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Context Clues, Word Structure, Word Patterns, Vocabulary, Main Idea and Details, and Expanded Comprehension.

Basic
Students at the basic level demonstrate partial mastery of the content area knowledge and skills required at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Context Clues, Word Structure, Word Patterns, Vocabulary, Main Idea and Details, and Expanded Comprehension.

Minimal
Students at the minimal level are below basic and do not demonstrate mastery of the content area knowledge and skills required at the next grade. These students require additional instruction and remediation in the basic skills necessary for success at the next grade.

State Criterion Referenced Tests
Mississippi Curriculum Test (MCT)

Grade 3, 4, 5, 6 Test **language**

Edition/publication year 2001, 2002 Publisher CTB McGraw Hill

What groups were excluded from testing? Why and how were they assessed? none

Number excluded 0 Percent excluded: 0%

Proficiency levels for the Mississippi Curriculum Test (MCT) are defined in terms of what students know and can do. For each proficiency level, students can perform most of what is described for that level, as well as what is described for the levels below. Students may also be capable of performing some of what is described in the next higher level, but not enough to have reached that level.

The four proficiency levels for the MCT are listed below:

Advanced
Students at the advanced level consistently perform in a manner clearly beyond that required to be successful at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Editing: Capitalization and Punctuation, Spelling, Sentence Structure, and Meaning.

Proficient
Students at the proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Editing: Capitalization and Punctuation, Spelling, Sentence Structure, and Meaning.

Basic
Students at the basic level demonstrate partial mastery of the content area knowledge and skills required at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Editing: Capitalization and Punctuation, Spelling, Sentence Structure, and Meaning.

Minimal
Students at the minimal level are below basic and do not demonstrate mastery of the content area knowledge and skills required at the next grade. These students require additional instruction and remediation in the basic skills necessary for success at the next grade.

State Criterion Referenced Tests
Mississippi Curriculum Test (MCT)

Grade 3, 4, 5, 6 Test **Mathematics**

Edition/publication year 2001, 2002 Publisher CTB McGraw Hill

What groups were excluded from testing? Why and how were they assessed? none

Number excluded 0 Percent excluded: 0%

Proficiency levels for the Mississippi Curriculum Test (MCT) are defined in terms of what students know and can do. For each proficiency level, students can perform most of what is described for that level, as well as what is described for the levels below. Students may also be capable of performing some of what is described in the next higher level, but not enough to have reached that level.

The four proficiency levels for the MCT are listed below:

Advanced
Students at the advanced level consistently perform in a manner clearly beyond that required to be successful at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Patterns and Algebraic Thinking, Data Analysis and Prediction, Measurement, Geometric Concepts, and Number Sense.

Proficient
Students at the proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Patterns and Algebraic Thinking, Data Analysis and Prediction, Measurement, Geometric Concepts, and Number Sense.

Basic
Students at the basic level demonstrate partial mastery of the content area knowledge and skills required at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Patterns and Algebraic Thinking, Data Analysis and Prediction, Measurement, Geometric Concepts, and Number Sense.

Minimal
Students at the minimal level are below basic and do not demonstrate mastery of the content area knowledge and skills required at the next grade. These students require additional instruction and remediation in the basic skills necessary for success at the next grade.

MS CRITERION-REFERENCED TESTS

Subject **Reading** Grade **3**
Test **MCT**

Edition/Publication Year **2001 – 2002** Publisher **McGraw Hill**

	2004-2005	2003 - 2004	2002-2003	2001-2002
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Basic	97.8	100	97.6	100
% At or Above Proficient	89.1	100	95.1	95.7
% At Advanced	43.5	56.8	56.1	43.5
Number of students tested	46	44	41	46
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. **White**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	92.0	100	100	100
% At Advanced	52.0	61.5	65.4	51.9
Number of students tested	25	26	26	27
2. **Black**				
% At or Above Basic	94.7	100	92.9	100
% At or Above Proficient	84.2	100	85.7	88.9
% At Advanced	26.3	43.8	35.7	27.8
Number of students tested	19	16	14	18
3. **Economically disadvantaged**				
% At or Above Basic	92.9	100	90.0	100
% At or Above Proficient	79.6	100	80.0	92.3
% At Advanced	35.7	50.0	20.0	30.8
Number of students tested	14	14	10	13
4. **Non-economically disadvantaged**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	93.7	100	100	97
% At Advanced	46.9	62.1	67.7	48.5
Number of students tested	32	29	31	33
STATE SCORES				
% At or Above Basic	94	94	96	91
% At or Above Proficient	84	84	82	79

MS CRITERION-REFERENCED TESTS

Subject **Language** Grade **3**
Test **MCT**

Edition/Publication Year **2001 – 2002** Publisher **McGraw Hill**

	2004-2005	2003 - 2004	2002-2003	2001-2002
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Basic	95.7	100	100	100
% At or Above Proficient	91.4	97.7	95.1	95.6
% At Advanced	34.8	77.3	53.7	56.5
Number of students tested	46	44	41	46
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. **White**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	92.0	100	100	100
% At Advanced	36.0	80..8	50.0	63.0
Number of students tested	25	26	26	27
2. **Black**				
% At or Above Basic	89.5	100	100	100
% At or Above Proficient	89.5	93.7	85.7	88.8
% At Advanced	26.3	68.8	57.1	44.4
Number of students tested	19	16	14	18
3. **Economically disadvantaged**				
% At or Above Basic	85.7	100	100	100
% At or Above Proficient	85.7	92.9	80.0	92.4
% At Advanced	35.7	64.3	50.0	46.2
Number of students tested	14	14	10	13
4. **Non-economically disadvantaged**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	93.7	100	100	97
% At Advanced	34.4	82.8	54.8	60.6
Number of students tested	32	29	31	33
STATE SCORES				
% At or Above Basic	96	95	94	90
% At or Above Proficient	83	80	75	69

MS CRITERION-REFERENCED TESTS

Subject **Math** Grade **3**
Test **MCT**

Edition/Publication Year **2001 – 2002** Publisher **McGraw Hill**

	2004-2005	2003 - 2004	2002-2003	2001-2002
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	97.7	100	100
% At Advanced	50.0	61.4	65.9	47.8
Number of students tested	46	44	41	46
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. **White**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	100	100	100
% At Advanced	60.0	61.5	65.4	59.3
Number of students tested	25	26	26	27
2. **Black**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	93.7	100	100
% At Advanced	31.6	56.3	64.3	27.8
Number of students tested	19	16	14	18
3. **Economically disadvantaged**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	92.9	100	100
% At Advanced	42.9	71.4	50.0	38.5
Number of students tested	14	14	10	13
4. **Non-economically disadvantaged**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	100	100	100
% At Advanced	53.1	58.6	71.0	51.5
Number of students tested	32	29	31	33
STATE SCORES				
% At or Above Basic	96	96	96	96
% At or Above Proficient	92	92	90	86

MS CRITERION-REFERENCED TESTS

Subject **Reading** Grade **4**
Test **MCT**

Edition/Publication Year **2001 – 2002** Publisher **McGraw Hill**

	2004-2005	2003 - 2004	2002-2003	2001-2002
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	100	100	100
% At Advanced	75.0	59.0	71.4	65.1
Number of students tested	44	39	42	43
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. **White**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	100	100	100
% At Advanced	83.3	65.2	81.8	72.4
Number of students tested	24	23	22	29
2. **Black**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	100	100	100
% At Advanced	63.2	42.9	61.1	50.0
Number of students tested	19	14	18	14
3. **Economically disadvantaged**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	100	100	100
% At Advanced	62.5	36.4	70.0	46.2
Number of students tested	16	11	10	13
4. **Non-economically disadvantaged**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	100	100	100
% At Advanced	81.5	67.9	71.9	73.3
Number of students tested	27	28	32	30
STATE SCORES				
% At or Above Basic	95	95	90	91
% At or Above Proficient	89	88	83	84

MS CRITERION-REFERENCED TESTS

Subject **Language** Grade **4**
Test **MCT**

Edition/Publication Year **2001 – 2002** Publisher **McGraw Hill**

	2004-2005	2003 - 2004	2002-2003	2001-2002
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Basic	100	100	100	100
% At or Above Proficient	97.7	97.4	97.6	90.7
% At Advanced	70.5	71.8	66.7	44.2
Number of students tested	44	39	42	43
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. **White**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	95.8	95.7	100	89.7
% At Advanced	70.8	69.6	68.2	41.4
Number of students tested	24	23	22	29
2. **Black**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	100	94.4	92.9
% At Advanced	68.4	71.4	61.1	50.0
Number of students tested	19	14	18	14
3. **Economically disadvantaged**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	93.7	100	90.0	84.6
% At Advanced	62.5	72.7	40.0	30.8
Number of students tested	16	11	10	13
4. **Non-economically disadvantaged**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	96.4	100	93.3
% At Advanced	74.1	71.4	75.0	50.0
Number of students tested	27	28	32	30
STATE SCORES				
% At or Above Basic	93	93	88	89
% At or Above Proficient	74	71	63	67

MS CRITERION-REFERENCED TESTS

Subject **Math** Grade **4**
Test **MCT**

Edition/Publication Year **2001 – 2002** Publisher **McGraw Hill**

	2004-2005	2003 - 2004	2002-2003	2001-2002
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	100	100	100
% At Advanced	90.9	92.3	85.7	76.7
Number of students tested	44	39	44	43
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. **White**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	100	100	100
% At Advanced	91.7	95.7	95.5	82.8
Number of students tested	24	23	22	29
2. **Black**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	100	100	100
% At Advanced	89.5	85.7	72.2	64.3
Number of students tested	19	14	18	14
3. **Economically disadvantaged**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	100	100	100
% At Advanced	87.5	81.8	60.0	61.5
Number of students tested	16	11	10	13
4. **Non-economically disadvantaged**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	100	100	100
% At Advanced	92.6	96.4	93.8	83.3
Number of students tested	27	28	32	30
STATE SCORES				
% At or Above Basic	93	93	88	89
% At or Above Proficient	79	80	71	72

MS CRITERION-REFERENCED TESTS

Subject **Reading** Grade **5**
Test **MCT**

Edition/Publication Year **2001 – 2002** Publisher **McGraw Hill**

	2004-2005	2003 - 2004	2002-2003	2001-2002
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Basic	100	100	100	97.8
% At or Above Proficient	100	97.7	100	97.8
% At Advanced	66.7	63.6	60.5	57.8
Number of students tested	39	44	38	45
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. **White**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	95.7	100	100
% At Advanced	54.2	65.2	60.9	80.0
Number of students tested	24	23	23	25
2. **Black**				
% At or Above Basic	100	100	100	95
% At or Above Proficient	100	100	100	95
% At Advanced	85.7	57.9	60.0	30.0
Number of students tested	14	19	15	20
3. **Economically disadvantaged**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	100	100	100
% At Advanced	75.0	60.0	60.0	33.3
Number of students tested	12	15	15	12
4. **Non-economically disadvantaged**				
% At or Above Basic	100	100	100	97.0
% At or Above Proficient	100	96.6	100	97.0
% At Advanced	63.0	65.5	60.9	66.7
Number of students tested	27	29	23	33
STATE SCORES				
% At or Above Basic	93	93	87	88
% At or Above Proficient	85	86	87	78

MS CRITERION-REFERENCED TESTS

Subject **Language** Grade **5**
Test **MCT**

Edition/Publication Year **2001 – 2002** Publisher **McGraw Hill**

	2004-2005	2003 - 2004	2002-2003	2001-2002
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Basic	100	100	100	100
% At or Above Proficient	97.4	95.5	92.1	93.3
% At Advanced	41.0	40.9	50.0	44.4
Number of students tested	39	44	38	45
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. **White**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	95.8	95.7	91.3	96.0
% At Advanced	33.3	52.2	56.5	56.0
Number of students tested	24	23	23	25
2. **Black**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	94.7	93.3	90.0
% At Advanced	50.0	26.3	40.0	30.0
Number of students tested	14	19	15	20
3. **Economically disadvantaged**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	93.3	93.3	91.7
% At Advanced	41.7	20.0	46.7	33.3
Number of students tested	12	15	15	12
4. **Non-economically disadvantaged**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	96.3	96.6	91.3	93.9
% At Advanced	40.7	51.7	52.2	48.5
Number of students tested	27	29	33	33
STATE SCORES				
% At or Above Basic	93	94	89	89
% At or Above Proficient	74	70	70	63

MS CRITERION-REFERENCED TESTS

Subject **Math** Grade **5**
Test **MCT**

Edition/Publication Year **2001 – 2002** Publisher **McGraw Hill**

	2004-2005	2003 - 2004	2002-2003	2001-2002
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Basic	100	100	100	100
% At or Above Proficient	97.4	100	92.3	93.3
% At Advanced	66.7	77.3	63.2	48.9
Number of students tested	39	44	38	45
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. **White**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	95.8	100	87.0	96.0
% At Advanced	62.5	82.6	65.2	60.0
Number of students tested	24	23	23	25
2. **Black**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	100	100	90.0
% At Advanced	71.4	68.4	60.0	35.0
Number of students tested	14	19	15	20
3. **Economically disadvantaged**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	100	93.3	91.7
% At Advanced	66.7	60.0	66.7	33.3
Number of students tested	12	15	15	12
4. **Non-economically disadvantaged**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	96.3	100	91.3	93.9
% At Advanced	66.7	86.2	60.9	54.5
Number of students tested	27	29	23	33
STATE SCORES				
% At or Above Basic	89	89	79	81
% At or Above Proficient	69	68	51	58

MS CRITERION-REFERENCED TESTS

Subject **Reading** Grade **6**
Test **MCT**

Edition/Publication Year **2001 – 2002** Publisher **McGraw Hill**

	2004-2005	2003 - 2004	2002-2003	2001-2002
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	92.1	95.2	96.0
% At Advanced	27.3	28.9	23.8	28.0
Number of students tested	44	38	42	50
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. **White**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	91.7	95.7	96.8
% At Advanced	30.4	29.2	34.8	29.0
Number of students tested	23	24	23	31
2. **Black**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	92.9	94.7	94.4
% At Advanced	21.1	28.6	10.5	22.2
Number of students tested	19	14	19	18
3. **Economically disadvantaged**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	84.6	100	90.9
% At Advanced	35.7	23.1	9.1	27.3
Number of students tested	14	13	11	11
4. **Non-economically disadvantaged**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	96.0	93.5	97.4
% At Advanced	23.3	32.0	29.0	28.2
Number of students tested	30	25	31	39
STATE SCORES				
% At or Above Basic	89	92	91	87
% At or Above Proficient	75	77	74	71

MS CRITERION-REFERENCED TESTS

Subject **Language** Grade **6**
Test **MCT**

Edition/Publication Year **2001 – 2002** Publisher **McGraw Hill**

	2004-2005	2003 - 2004	2002-2003	2001-2002
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Basic	100	100	100	100
% At or Above Proficient	95.5	79.9	88.1	82
% At Advanced	54.5	39.5	31.0	38.0
Number of students tested	44	38	42	50
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. **White**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	91.3	71.8	95.7	83.9
% At Advanced	69.6	37.5	47.8	41.9
Number of students tested	23	24	23	31
2. **Black**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	92.9	78.9	77.8
% At Advanced	36.8	42.9	10.5	27.8
Number of students tested	19	14	19	18
3. **Economically disadvantaged**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	69.2	63.6	63.6
% At Advanced	42.9	23.1	18.2	45.5
Number of students tested	14	13	11	11
4. **Non-economically disadvantaged**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	93.3	84.0	96.8	87.2
% At Advanced	60.0	48.0	35.5	35.9
Number of students tested	30	25	31	39
STATE SCORES				
% At or Above Basic	94	94	92	91
% At or Above Proficient	65	62	55	55

MS CRITERION-REFERENCED TESTS

Subject **Math** Grade **6**
Test **MCT**

Edition/Publication Year **2001 – 2002** Publisher **McGraw Hill**

	2004-2005	2003 - 2004	2002-2003	2001-2002
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Basic	100	100	97.6	100
% At or Above Proficient	97.6	89.5	95.2	98
% At Advanced	95.5	68.4	69.0	69.4
Number of students tested	44	38	42	49
Percent of total students tested	100	100	100	98
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. **White**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	100	87.5	95.7	100
% At Advanced	100	66.7	78.3	70.0
Number of students tested	23	24	23	30
2. **Black**				
% At or Above Basic	100	100	94.7	100
% At or Above Proficient	94.7	92.9	94.7	94.4
% At Advanced	89.5	71.4	57.9	66.7
Number of students tested	19	14	19	18
3. **Economically disadvantaged**				
% At or Above Basic	100	100	90.9	100
% At or Above Proficient	100	84.6	90.9	90.9
% At Advanced	100	61.5	36.4	54.5
Number of students tested	14	13	11	11
4. **Non-economically disadvantaged**				
% At or Above Basic	100	100	100	100
% At or Above Proficient	96.7	92.0	96.8	100
% At Advanced	93.3	72.0	80.6	73.7
Number of students tested	30	25	31	38
STATE SCORES				
% At or Above Basic	86	87	81	78
% At or Above Proficient	68	71	60	61